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ABSTRACT

This publication describes programs in education in Massachusetts that foster multiculturalism. Many of these programs are recipients of the Multicultural Recognition Award for their effectiveness in this field. The programs are described under the following 8 categories: (1) bilingual education (5 programs); (2) community participation programs (5 programs); (3) connections abroad (8 programs); (4) conflict resolution and anti-racist programs (7 programs); (5) cultural awareness programs (4 programs); (6) English as a Second Language (6 programs); (7) integration of new students (3 programs); and (8) multicultural education (8 programs). As all categories have relationships among each other, the descriptions are cross-referenced. In addition, because staff development is a critical part of advancing multiculturalism, programs that offer a strong staff development component are noted. In addition to each paragraph-long description is the name of a person whom readers may contact for more information or for recommendations. Programs that received the Multicultural Recognition Award are noted with an asterisk. Throughout the publication, excerpts from the writings of students participating in the programs are included. (JB)

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ED350376

MULTICULTURAL RECOGNITION PROGRAM:

CELEBRATING A WORLD OF DIVERSITY AND UNDERSTANDING

A MOSAIC

OF

MULTICULTURAL ACHIEVEMENT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

To recognize Massachusetts Public School participants who have enriched their communities by their initiative and implementation of activities that highlight and celebrate diversity and understanding as it relates to cultural and ethnic heritage, race, gender, national origin and special need.

ED 028 900

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Dear Friends,

The Multicultural Recognition Program was established to bring attention to individuals or groups who have had an impact on a school or community in fostering understanding of differences in race, gender, national origin, and special needs. In these troubled times, those who strive to build bridges across the divides that separate people serve as role models for all of us.

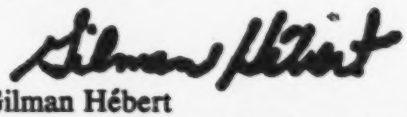
The program began as a collaboration between the New England Center for Equity Assistance and the Massachusetts Department of Education and expanded to include the Massachusetts Association for Bilingual Education and the Metco Director's Association.

Nominations were solicited throughout the Commonwealth in the categories of: administrators, parents, teachers, other school personnel, community agencies, and students. The quality and quantity of the response was overwhelming. It has been encouraging for all of us in the Department of Education, as it will be for you, to note the breadth and the diversity of the programs that are in place which seek to help schools and communities realize multiculturalism.

On May 10, 1991 twenty-seven of the nominees received public recognition at the John F. Kennedy Library in Boston.

This booklet is being distributed in part to give appropriate recognition to these individuals and programs. More importantly, we hope that it may serve as a reference guide for you; to support your own efforts toward these objectives; to encourage you to proceed with a project; and suggest programs relevant to your communities. Please refer to this booklet often, and feel free to contact these colleagues throughout the Commonwealth for advice and counsel.

Sincerely yours,



Gilman Hébert
Director, Bureau of Equity and Language Services
Massachusetts Department of Education

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INTRODUCTION

That the country is experiencing major shifts in its demographics is known to all. What is remarkable about the people catalogued and honored in this booklet is not that they are aware of this fact; it is that they do not approach it as a problem. Too often we read or hear of the "problem of minority children," or the "problem of a sudden inflow of newcomers," or the "problem of racial prejudices and antagonisms." There are certainly aspects of all of these issues that are problematic to some extent. But these teachers, students, parents, administrators, school committee members, and community leaders have gone past this point. They have looked upon this diversity as an opportunity, and, acting on this, have originated, planned, sustained, and succeeded with a variety of programs.

There has been throughout American history the presence necessarily of a norm and of a diversity. The two have been and continue to be in a dynamic relationship informing and modifying each other. There have been several years in which the norm has sought to engulf and suppress the presence of the diversity, but that was accompanied only by a temporary and limited success. That this democracy is a pluralistic one with all the richness and power and beauty that is characteristic of that configuration, has been recognized and acted upon by these individuals and groups. On reading these descriptive summaries, we cannot help but note that they signify that diversity has, in reality, always been an essential characteristic of the American norm. To build on that is to build on the strength of one's country. While this has not always been acknowledged, it has always been true.

All of these people have assumed that multiculturalism is not a course, or an add-on, or a particular program. While it includes all of these, it is much larger. It is in fact an orientation that is holistic in nature -- schools and communities that successfully integrate diversity are the ones which work to have multiculturalism infuse all of the activities and relationships. This orientation has the critically important benefit of sustaining a context in which students and families feel validated and welcomed.

The programs described here reinforce the assumption that multiculturalism has the greatest chance to generate successful outcomes when all segments of the school and community are integrated into the effort. For these programs to succeed, there needs to be a sense of ownership by all, and this is possible only when all parts are involved in the planning, implementation, and evaluation of the programs. Not all segments will have equal roles in every part of the program, and there will be projects for which responsibility will rest only or primarily on a particular segment -- teachers, students, parents, administrators, and so forth. The role played by the other segments in these cases should be one of support. That kind of participation, too, can evoke a sense of ownership.

This booklet, then, is a reflection of this attention to multiculturalism. It honors those who already have engaged in various activities that foster understanding and celebrate diversity. At the same time, it is intended to be a reference guide for further activity. Programs are listed under eight categories: Bilingual Education; Community

Participation Programs; Connections Abroad; Conflict Resolution and Anti-Racist Programs; Cultural Awareness Programs; English as a Second Language; Integration of New Students; and Multicultural Education. Since all of these categories have relationships among each other, we have cross-referenced the descriptions so that larger possibilities can be noted. In addition, because staff development is such a critical part of advancing multiculturalism, those programs which seem to have a strong staff development component are so noted.

Beside each description is a referrant whom readers may contact for more information or for recommendations.

Those summaries which are preceded with an asterisk are the ones which received the Multicultural Recognition Awards.

> *Do you have children from different backgrounds in your classroom?*

> *Do you have children in your classroom whose first language is not English?*

> *Are children from different countries, races, and/or backgrounds readily accepted in your classroom?*

> *Do you think it's important that children from different backgrounds, races, and/or cultures be treated as equals?*

> *Do you have students in your class who are teased or misunderstood due to lack of understanding of their background?*

> *Do you feel that all the students in your class feel comfortable and accepted?*

> *Do you think your teaching reflects the diversity of different cultures/races/backgrounds represented in your class?*

> *Do you think it's important that children whose first language is not English keep their language and culture?*

> *Do you have misunderstandings in your classroom that are the result of lack of good communication?*

> *Do you think that America is, or should be, a melting pot?*

> *DO YOU SEE THESE QUESTIONS AS IMPORTANT?*

from DRAWING ON DIVERSITY: A HANDBOOK OF EFFECTIVE TEACHING TECHNIQUIES FOR THE MULTICULTURAL CLASSROOM: By and For Teachers in the Boston Public Schools, North Zone

A. BILINGUAL EDUCATION

At the **Bristol-Plymouth Regional Technical High School** there is a concerted effort to supplement the bilingual program with extensive support programs. In particular, two groups serve this function -- the Bilingual Support Group and the Non-Traditional Support Group. Both operate under the leadership of **Judith Ackerman**. The Non-Traditional Support Group promotes gender equity and "vocational stability through sharing of ideas to promote good social, vocational and educational goals and skills." The Bilingual Group promotes "pride and knowledge in ethnic history and community activities." These programs concentrate on helping students retain their primary languages and cultures while making the transition to the general school and community. Among the measurements of success of the program is the low drop-out rate at the school. The school's understanding of transition is noted in its statement: "Learning structure is balanced between self-assertion and the need to belong."

Stephen J. McIntosh, Sr.
Bristol-Plymouth Regional Technical School
940 County Street
Taunton MA 02780
(508) 823-5151

Integration of New Students
Multicultural Education

* Along with its standard program, the **Chandler Magnet School** of Worcester, under the direction of principal Rita Bonofilio, offers a large bilingual program for children whose primary language is Spanish. With faculty support, a language partnership program has been developed between standard and bilingual programs. During a part of each day, teachers are exchanged and students receive instruction in each teacher's native language. There are several support groups including a Parent Teacher Organization, a Principal's Advisory Committee, a Cultural Integration Committee, and an Hispanic Parent Advisory Committee. Parents often meet at the Hispanic community center. Several school-wide assemblies and special programs are also scheduled; for example, parents, children, and faculty come together to celebrate Martin Luther King, Jr.'s principles of peace and equality. Under Ms. Bonofilio's leadership, the school has received several state, federal, and foundation grants.

Rita V. Bonofilio, Principal
Chandler Magnet School
525 Chandler Street
Worcester MA 01602
(508) 799-3452

Community Participation Programs
Cultural Awareness Programs

* **The Hood School** of Lynn went from 11% minority student enrollment in 1987 to 32% in 1991. Using funding from Chapter 636 Equal Education Improvement Funds, principal **Vincent Spirito and his staff** sought to develop this rich diversity as an educational asset. The Hood became a magnet school with the theme "a Multi-cultural Society." Its goals are: to reduce the isolation of all students, but particularly minority and special needs students; to increase the repertoire of instructional activities; to provide a positive learning atmosphere which will promote appropriate behavior; and, to increase parent involvement. This orientation is enhanced by programs in several areas -- curriculum; community participation; school/college partnership; and, notably, active parent involvement (Parent Tutors and Parent Volunteers). The planning and implementation of curriculum is suffused with attention to the developmental approach to learning, which is supported by teacher planning workshops and teacher research.

Vincent Spirito
Hood Elementary School
23 Oakwood Avenue
Lynn MA 01902
(617) 592-3477

Community Participation Programs
Multicultural Education
Staff Development

* The positive possibilities of bilingualism are dramatically demonstrated in the **H.O.P.E. program (Hispanics Offering Peer Education)** of **Milford High School**. The benefits of a linguistically diverse student population were seen to be a positive asset by Spanish teacher Frances Olano. She recognized that the students learning Spanish could improve their skills and cultural awareness by means of a tutoring-cultural exchange program. At the same time, the Hispanic students would be enabled to break through the isolation that is too often the lot of minority students in schools. Robert E. Pagnini, principal, wanted both groups to benefit, to gain respect for each other. When the Hispanic students were placed in this role of tutors, inevitably they gained a greater sense of confidence and had the benefit of seeing their linguistic context recognized. The other students increased their proficiency and their range of friendships: "My listening skills are improving, as well as my speaking skills, each day, thanks to the help of my Hispanic friend." The eight tutors are: **Diana de Jesus, Ben Mojica, Josue Nieves, Johany Rodriguez, Maria Rodriguez, Leslie Santiago,** and **Jesus Villafane.**

Frances M. Olano
Milford High School
West Fountain Street
Milford MA 01757
(508) 478-1110

Cultural Awareness Programs

* **Joseph L. Ippolito,** Headmaster at the **James Otis Elementary School** in Boston took the concept of bilingual education further than the basic structure. The school has three bilingual programs -- Spanish, Portugese, and Italian, and Mr. Ippolito decided to build on this foundation not only to celebrate cultural diversity but also to enhance the cultural awareness of the school and its community. The idea, as his faculty report, was to encourage "teachers to go beyond these cultures to expose students to the appreciation of other cultures which are unfamiliar to them." The central event of this program, the Multicultural Spring Celebration, has the added advantage of providing an opportunity for teachers to collaborate with each other, for the music and arts teachers to be integrated into the planning, and for parents to increase their participation in the life of the school. A course in learning English as a second language has been instituted for parents.

Joseph L. Ippolito
James Otis School
218 Marion Street
East Boston MA 02128
(617) 567-1409

English as a Second Language
Cultural Awareness Programs
Staff Development

"Estimados Padres, cada semana visito el aula de su hijo/a para dirigir una sesion de lectura compartida. Leemos libros y poemas. Cantamos canciones. Hacemos teatro y juegos. Quisiera invitarles a asistir a uno de estos encuentros. Por favor, vengan a compartir estos momentos especiales con nosotros cualquier ____ entre las ____ y las ____. Por favor, avise a la profesora de su hijo/a algunos dias antes de su visita."

Maria Botelho, Coordinadora del Proyecto Multicultural

"On Wednesday afternoons I often observe the Cambodian families continuing to arrive at the school eagerly for their weekly instruction. The adolescents have told me it is their favorite time of the whole week. I have also heard from the sponsors that they hate to miss any of the classes. The experience with the high school tutors provides small group instruction in a comfortable environment and interaction with the American teens that the Cambodians seem to respect and admire. As the parent of a tutor, I anticipate his weekly stories about what he is learning from the families. This tells me that this is a program of mutual benefit. It is an opportunity for generosity of spirit and tolerance that my son and his peers might never have learned in school or in life."

Unity Coalition -- Cambodian Tutoring Project

B. COMMUNITY PARTICIPATION PROGRAMS

While a number of communities have had minority populations for several years, not all have given recognition to these groups. **Linda Alioto-Robinson**, administrator at **Chelsea Futures**, worked to remedy this condition in her community by encouraging school-community participation in the celebration of African-American History Month, an event which has now taken place in two successive years. Critical to this effort was the inclusion of varied age groups in the planning, and having the events on the school program, thus underscoring the partnership. In assessing the impact of this effort, the school recognized that "a minority community with a long history has been acknowledged and celebrated and will be every year!"

Linda Alioto-Robinson
Chelsea High School
8 Clark Avenue
Chelsea MA 02150
(617) 884-9618

Cultural Awareness Programs

* **Adjoa de Almeida**, a senior at **Brookline High School** is vice-chairperson of a community based group in Roxbury called "Free My People." The main thrust of the organization is to get across a single, powerful message: the problems facing young people are "theirs to solve," and the solutions will come when young adults assume leadership roles and take on a sense of leadership responsibility. This leadership is developed through the use of popular culture -- video, theater, music, dance, raps, and by means of training in social and political activism. Adjoa helped organize and presided over "a meeting of youth" on March 25, 1990, which brought together children from war-torn countries -- Northern Ireland, England, Israel, South Africa, and Nicaragua to share their views and to describe the situations in their families and in their countries. This confrontation of critical issues, sharing of experiences, and discussion and articulation of alternatives provides young people with goals and means for dealing with problems that erode the well-being of their communities.

Joeritta de Almeida
95 Washington Street
Belmont MA 02178
(617) 484-3901

Integration of New Students
Conflict Resolution and Anti-Racist Programs
Connections Abroad

The term advocacy frequently appears in conjunction with multicultural activities, and it usually is used in reference to individuals who engage in promoting cultural awareness. It most often signals efforts made to bring mainstream people into consciousness of the needs and aspirations of newcomers. Advocates of diversity and of diverse populations are teachers, parents, students, businessmen and women, workers, political leaders, and others. **Marjorie D. Kaalund** is a founding member and the Managing Director of the **Caribbean Culture Center** in Boston. In addition she has been instrumental in developing "The Jamaican Reality," a course at Roxbury Community College. The course has had the support of the Caribbean Focus of the college. Community members are invited to participate both in the Focus and in the course.

Marjorie D. Kaalund
184 High Street
Randolph MA 02368
(508) 986-5440

Cultural Awareness Programs
Integration of New Students

Amid all of the recent discussion of school-business partnerships are a number of striking examples of how this activity can generate successful outcomes. The **staff of the Joseph E. Maynard Elementary School** of Cambridge organized itself to address the need to increase understanding of and sensitivity to the various groups at the school, many of them new to the community. Critical to this was staff training, accumulation of new materials, and the bringing of minority role models to the campus. Staff collaboration and inservice workshops led to the formation of a multicultural committee at the school. Its purview includes curriculum development, school assemblies and festivals, and the obtaining of age appropriate literature to use in conjunction with reading programs. At each step of the way, as the staff underwent its training and collaboration, various sources of funding sustained and encouraged the project, including grants from the Polaroid Foundation, the Lotus Company, and a Saudi Arabian prince, as well as a Horace Mann grant.

Raymond Dancy, Principal
Joseph E. Maynard School
225 Windsor Street
Cambridge MA 02139
(617) 349-6588

Multicultural Education
Staff Development

* **Janice Ryan**, assistant principal of the **Arlington School** in Lawrence, has developed and coordinated a multifaceted program to bring community resources to bear for the teaching and learning of cultural diversity. This complex undertaking, "We Are All Together," is best seen in the calendar of diverse and multiple events that occurred from January through April, 1991. Community members who participated included a bookstore owner (who presented a workshop to teachers on multicultural books); a Lawrence police officer; immigrants from India, Lithuania, Norway, Venezuela, and other countries; an Arlington teacher who shared the traditions and customs of Puerto Rico; an historian of Lawrence's black community; a Franco-American priest who shared the heritage of that culture; a former teacher at a Native American reservation; and a classical guitarist originally from Turkey. The program was enhanced by Ms. Ryan soliciting the input from students in formulating the program and also soliciting the feedback from participants.

William R. Carey, III, Headmaster
Arlington Elementary School
150 Arlington Street
Lawrence MA 01841
(508) 974-5926
(508) 975-5926

Multicultural Education
Cultural Awareness Programs

The following institutes carry a wide variety of primary source documents relevant to immigration:

Balch Institute
18 South 7th Street
Philadelphia PA 19606

Center for Lowell History
40 French Street
Lowell MA 01853

National Archives and Records Center
380 Trapelo Road
Waltham MA 02154

Pollard Memorial Library
401 Merrimack Street
Lowell MA 01853

"The most useful abilities needed by people working in international, intercultural, situations are listed by Page and Martin as:

'to tolerate ambiguity;
to empathize;
to withold judgement;
to reduce ethno-centrism;
to have a culturally relativistic world view;
to appreciate other value and belief systems;
to possess personal flexibility; and, -
to have a willingness to acquire new patterns of behavior and belief,'"

from the Staff Team Handbook for Multicultural Awareness
Methuen, MA

C. CONNECTIONS ABROAD

When multiculturalism becomes an integral part of the school community, programs of cultural awareness follow and flourish. **George J. Betses, principal of Chelmsford High School**, has worked to foster such an environment. A successful outcome is an extensive and thriving exchange program centering on the school's AFS club. In the last three years students have been sent to Iceland, Finland, Venezuela, Italy, Chile, Norway, Germany, Thailand, Australia, Switzerland, and the Netherlands. Students have been hosted at the school from Belgium, Finland, Norway, Denmark, Brazil, and St. Vincent's. Exemplifying the wide-spread support for this effort from all segments of the school community is a thoroughly detailed and helpful Exchange Program Handbook compiled by the school's Parent Advisory Council. It not only helps students process the preparations for exchange but, more importantly, it asks them the critical questions that need to be answered before electing this option.

George J. Betses, Principal
Chelmsford High School
200 Richardson Road
Chelmsford MA 01863
(508) 251-8792

Cultural Awareness Programs

* Two students at the **Broad Meadows Middle School** in Quincy, **Shari Brennan and Julie Lai**, organized the entire student body on behalf of a student in Yugoslavia. They had learned that Nafije Zendeli, a 16-year-old, had been imprisioned for speaking her opinions on bilingual education. Shari and Julie organized 300 students for a Chain Day demonstration and arranged for 350 letters to be sent to the President of Yugoslavia. In addition, with the support of Boston's Channel 7, both students were flown to Washington, DC to make a direct appeal to the Yugoslavian ambassador. They were with Senator John Kerry on the steps of the U.S. Capitol when he announced the release not only of Nafije, but of four of her classmates as well. As Broad Meadow's principal, Thomas M. Hall stated: "Shari and Julie, an Irish-American and a Chinese-American, formed a team which stood up publicly and stood up for the rights of a person neither had ever met before. Their action inspired their classmates..."

Thomas M. Hall, Principal
Broad Meadows Middle School
50 Calvin Road
Quincy MA 02169
(617) 984-8723

Community Participation Programs

Children for Uniting Nations, Inc. (CFUN) is a non-profit educational organization founded and run by **preschool and elementary teacher volunteers** in the Boston area. "CFUN aims to broaden the horizons, awareness, and cultural sensitivity of young children, both those in [limited diversity] community and school settings and those in very diverse urban settings." The main purpose of the organization is to assist students in the validation of their own cultural backgrounds and in the development of respect for cultures other than their own. The program is deeply rooted in collaboration, among teachers, businessmen and businesswomen, librarians, school children, and international students. The process of collaboration is deemed a critical piece of the goals of empowerment and understanding. A primary task of CFUN teachers and students is the creation of multicultural kits to serve as resources for the classroom. These kits include ideas, information, artifacts, and activities about specific cultures, and the assembly process is itself a multicultural instructional strategy.

Ingrid Hoogendoorn
CFUN
41 Foster Street
Arlington MA 02174
(617) 641-2386

Multicultural Education
Staff Development

The goals of global education are advanced by participation in the life and culture of another country. By experiencing the sights, sounds, smells, and customs of another country, American students can better develop an awareness of the excitement and beauty of diversity. Of course, logistics prevent all but a few to have this experience. A constructive alternative is what the **teachers and parents** at Needham's **Hillside School** call the "total-immersion cultural experience"; in this program, students have already "travelled" to Russia, China, Mexico, and Australia. These travels contain components on geography, schools, foods, newspapers, and begin with each student filing for a passport. During the China trip, Hillside students were able to visit their counterparts at Boston's Josiah Quincy School to witness a student performance of Chinese New Year Dances.

Paulina J. Robinson, Principal
Hillside School
28 Glen Gary Road
Needham MA 02194
(617) 455-0461

Multicultural Education

* Lynnfield Superintendent Jeffrey M. Young writes the following about guidance counselor **Ronald Nutter** of the **Summer Street School**: "By arranging student leadership conferences, conflict resolution for teachers, global communications projects for students, and various other activities, Mr. Nutter helps all of us in Lynnfield understand that it is only through communication and understanding that the world can become a more peaceful place." This clearly demonstrates the larger context for multiculturalism -- the surrounding communities and, indeed the world itself, are all part of the context which demands understanding and tolerance. The means Mr. Nutter has chosen to make this clear, is to begin at the level of one's own community -- through staff training, inservice workshops on conflict resolution, and guiding students toward solving problems peacefully. The scope is broadened through a program called Celebrating A World of Diversity and Understanding, which empowers students to participate in making their environment safe and receptive.

Nancy Santeusanio, Principal
Summer Street School
262 Summer Street
Lynnfield MA 01940
(617) 334-5830

Conflict Resolution and Anti-Racist Programs
Cultural Awareness Programs

* Readers of these several examples of multi-culturalism are struck by the achievements of students in originating, organizing, and shepherding large and complex projects. **Jennifer Pierce**, a student at **Nauset Regional High School**, founded WAY (World Awareness for Youth), an organization devoted to raising Cape Cod students' awareness of international concerns. The focal point of her efforts and of WAY is a publication on the political histories and economic conditions of four Central American countries: El Salvador, Nicaragua, Honduras, and Guatemala. In addition to this major responsibility, Jennifer realized the need to suffuse curriculum with the concepts of multicultural education. Her guidance counselor reports that she "created an educational curriculum in which she would best be able to attain the goals she set for herself."

James M. Scanlon
Nauset Regional High School
Cable Road, Box R
North Eastham MA 02651
(508) 255-1522

Multicultural Education

Sarah Richards of the **Pine Hill School** in Sherborn initiated and carried through a program of multicultural awareness through art. Ms. Richards, an art teacher, sought to introduce students to cultural differences and to sensitive global concerns by planning a hands-on approach. Culture kits would be assembled including art prints, posters, artifacts ("objects that can be felt, touched, and produced by the children"), music tapes, and related books. Each kit would be from a different country -- "cultures much different than those in Sherborn" -- with special emphasis on developing countries. Follow-up activities and presentations on art appreciation would support the work with the kits. This project requires and makes extensive use of parent volunteers who are given training sessions and take responsibility for using the kits in the classroom.

Sarah Richards
Pine Hill School
Sherborn MA 01770
(508) 655-0630

Cultural Awareness Programs

As a result of the work of **Maria Libera Vallone**, **Newton North High School** was the first high school in the United States to have a student exchange program, with a high school in Italy. This exchange program, with Liceo Gramsci in Florence, is in its eighth year. This experience provides students with an opportunity to live in another country totally immersed in a different culture. Italian students are hosted by Newton families. According to the school's principal: "This program resulted in a broader involvement of our Italian-American families in school events, and a deeper understanding and belief by members of our school community that a multicultural environment enriches the lives of us all." In addition to this project, Ms. Vallone sponsors the Italian Club which helps raise funds to finance the exchange, plans Italian holiday festivities, visits the Home for Italian Children, and participates in the National Italian Examination.

Maria Libera Vallone
Newton North High School
360 Lowell Avenue
Newtonville MA 02160
(617) 552-7487

Cultural Awareness Programs

"I spent over a month with my youth group in the tiny village of Banilcoara in Berin, West Africa, building a house for an African pastor. Remote from any civilization, we were forced to live the culture of an Africani. I grew used to carrying buckets of well water on my head, wearing long tribal skirts, eating foods like fried termites, and also living without American water, foods, showers, toilets, and beds which before I had taken for granted."

Julie Oinonen

"Appreciating diversity is respecting differences and similarities among groups and individuals. It is a way of perceiving our world in new ways. It stretches our minds to go beyond our usual thinking. Such appreciation will lead to a vital community with shared strengths and goals.

To foster appreciation, we need to feel pride in our own uniqueness. We also need a strong sense of self. In addition, we need to explore expressions of human diversity in order to increase our knowledge of a changing world.

We hope that we will all actively embrace diversity by interacting with a wide variety of people, by using conflict resolution skills, by continuing to learn about our world, amd by actively responding to insensitivity. In this way we can celebrate the richness and fullness of human diversity."

Pelham School Statement of Belief
October 1990

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D. CONFLICT RESOLUTION AND ANTI-RACIST PROGRAMS

* **Dawn Caputo** is the **Haverhill High School** Advisor to the Greater Lawrence Educational Collaborative Leadership Program. In that capacity, she encouraged students from six high schools to confront the issue of racism, challenged them to "examine their feeling, look at how it affects friendships, where it comes from, how it is perpetuated," The culmination of the project was a conference on racism for 300 students from the six participating high schools (Andover, Haverhill, Lawrence, Methuen, North Andover, and Greater Lawrence Regional). The conference generated a petition drive in each school -- Student Petition Against Racism written by a Haverhill student. A critical part of this effort was that students developed an active role in relationship to their peers; they sought out students who, because of racial attitudes or linguistic obstacles, felt isolated, and formed a multi-ethnic club to assist in bringing these students into the fuller life of the school. Students, in effect, took responsibility for the racial climate of their school environment.

James L. McConaughy Coordinator,
Collaborative Enrichment Program
Greater Lawrence Educational
Collaborative
10 High Street
Andover MA 01810
(508) 470-1990

Integration of New Students

* **Steve L. Derolan**, as co-chairperson of the **Greater Lawrence Educational Collaborative Leadership Project**, organized an anti-racist project called "Breaking the Chain." Steve and thirty-six fellow students organized a conference highlighted by a panel of community leaders. While the conference was a huge success, with over 300 students in attendance, the most important aspect of Steve's work is its sustainability. Rather than concluding his efforts with that event, Steve, with his advisor, Dawn Caputo, and, with fellow students, maintained an active follow-up program. They proposed to the school department to include multicultural education in the in-service programs for teachers, and they proposed, and saw the creation of an action committee on multicultural education for city-wide strategic planning. Furthermore, a significant outgrowth of this follow-up is a school club called S.T.O.P (Students Together Overcoming Prejudice). This group organizes awareness programs for Haverhill High and for other schools in the city.

Michael J. Wrenn, Principal
Haverhill High School
127 Monument Street
Haverhill MA 01832
(508) 374-5700

Community Participation Programs
Cultural Awareness Programs

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* A number of schools have realized the need to organize human rights committees for the support of individual rights and on behalf of the acceptance of diversity. These efforts resulted from a recognition of the need for active involvement as the essential ingredient for creating an accepting school environment -- one in which diversity is celebrated and welcomed. Such an organization is the **Human Rights Committee of Newton North High School**, which, by several accounts, benefits from **George "Scott" Guild**'s drive and commitment. According to one colleague, Scott's "boundless energy, sustained enthusiasm, and creative approach to multicultural issues has been an inspiration." What one notes about Mr. Guild is a verification that diversity can be addressed simultaneously on several fronts; this becomes evident when looking at his activities: advisor to Ethos for Equality; liaison for city year program; founder of a mediation training program; organizer of Black History Month activities; and teacher of a course to meet the academic needs of students needing successful intervention.

Scott Guild
Newton North High School
Newton MA 02160
(617) 552-7454

Multicultural Education
Cultural Awareness Programs

From the report to the Multicultural Recognition Program by **Martha's Vineyard Regional High School**: "Like many rural communities, the Island experiences the phenomena of people distrusting those who are different as well as folks from other places. This distrust at times can take the more aggressive forms of anxiety and fear among the disparate groups. Eighteen months ago these problems became focused in the high school which suddenly emerged as the site of ethnic tensions." The reponse to this was positive and instructive -- the formation of a **Multicultural Steering Committee** made up of many segments of the school and community. Funding was solicited from business and civic groups. A culminating and celebratory event was two days in January of drama, lectures, and demonstrations. "The keynote event of this celebration was the appearance of Cameron Cuch in Indian regalia surrounded by the dancing, drumming, and chanting of his fellow Wampanoag-Aquinnah students...the entire student body was instantly captivated by their quiet courage."

Greg T. Scotten, Principal
Martha's Vineyard Regional High School
Box 1385, Edgartown-Vineyard Haven Rd
Oak Bluffs MA 02257
(508) 693-1033

Community Participation Programs
Cultural Awareness Programs

* When **Northampton High School** encountered a series of conflicts among students, many racially motivated, the staff did not delay but worked toward early and effective intervention. It was clear to vice principal Frank Tudryn and other staff members that students needed to identify the sources of these conflicts and that conflict resolution is possible only when students are active participants. The main result was the **High School Mediation Program** in which both students and staff members were trained to be mediators. This involved developing active listening skills, formulating neutral questions, being sensitive to the sources of conflicts, and helping disputants identify ways to resolve their conflicts. In the first year the mediators successfully mediated 16 cases involving 46 disputants.

Lisann Giordano
School Adjustment Counselor
Northampton High School
380 Elm Street
Northampton MA 01060
(413) 586-6970

Cultural Awareness Programs
Staff Development

When **Newton North High School** went through a time of racial and ethnic tensions, **Rosanne Perlmutter** began an intervention by incorporating activities and units on human differences and issues of prejudice into her classes. A remarkable outgrowth of this effort are three videotapes, produced by Dr. Perlmutter, in which her students discuss their racial and ethnic backgrounds "in remarkably honest and open fashion." The schoolwide survey of students in preparation for the tapes make it clear that "...there is a lot of work to be done for students to learn to respect and celebrate cultural differences." Subsequently, the tapes have been used in staff development workshops, university classes, and public libraries. Principal V. James Marini writes, "Her videotapes have engaged students and adults in important discussion about diversity that have indeed provided all of us with new insights, pride and renewed hope that we can build a better world through teaching."

Rosanne Perlmutter
Newton North High School
360 Lowell Avenue
Newtonville MA 02160
(617) 552-7422

Staff Development

* Activist programs in the areas of diversity and of tension reduction often develop out of a classroom situation. Students come to realize that there is need for practical application of the theories and issues which have served as the content of classroom discussion. Some **Wayland High School** students, moved by their discussions in a Race Relations seminar, formed **Students United for Racial Equality**. Their primary purpose is to raise the consciousness of their classmates on issues related to prejudice reduction and racial and cultural diversity. The emphasis of their training is on peer leadership -- students engaged in accepting and carrying out responsibility for the well-being of their community and all its members. The project's success led to an expansion to include elementary and middle school students in this work.

Manuel J. Fernandez
Wayland Public Schools
41 Cochituate Road
Wayland MA 01778
(508) 358-7728

Cultural Awareness Programs

Student Proclamation Against Racism

Whereas racism is a root of suspicion, doubt, and mistrust of other individuals; and

Whereas racism threatens the character of an individual, therefore denying individuality as a whole; and

Whereas racism can destroy friendships; and

Whereas racism is a barrier hindering brotherhood, wisdom, peace and unity among all of us;

Therefore, we, the youth of today, recognizing that we shall be the leaders of tomorrow, in signing this petition agree to do our part in eliminating racism in our daily lives; for it imbrues our morality, our individuality and our character.

If we can help to find a world without racism, there will be for us a new existence, full of a multitude of freedoms and opportunities yet to be discovered.

-- The Students of the
Greater Lawrence Educational Collaborative
Leadership Project March 14, 1990

E. CULTURAL AWARENESS PROGRAMS

* **CAPACIDAD -- Cultural Awareness Programs in the Arts for Children** is a private, non-profit organization offering multi-cultural education and recreation programs for school-age children at the **Fort River School** of Amherst. Children enrolled represent a broad range of cultural and economic backgrounds and include such home languages as Spanish, Farsi, Hindi, Japanese, Khmer, Khosa, Zulu, Italian, Tibetan, Vietnamese, Polish, and Korean. Significantly, children with special needs -- autism, cerebral palsy, attention deficit disorder, mental retardation -- are integrated into the program. The dynamic that brings this diversity toward a common goal is CAPACIDAD's determination to "actively foster children's abilities to recognize and challenge inequality based on race, class, language, gender, or disability." This is fostered by a curriculum that makes use of diverse strategies while challenging existing stereotypes.

Nancy Florian
CAPACIDAD
P.O. Box 140
Amherst MA 01004
(413) 253-5659
(413) 259-1561

Community Participation Programs
Multicultural Education

* **Gabrielle Hilson** was one of only two African-American students in the school system and the only one at **Smith Academy** in Hatfield. As so often occurs when there is a limited minority presence in a school, the awareness of the student body as to racial, ethnic, or linguistic differences is limited. Gabrielle, for example, noted that the senior fund raiser was to be a "slave day," a practice that is common in too many schools and colleges. She realized that it was necessary to bring awareness to her school community. "I began to realize that there was barely any black awareness in my school." She began at the classroom level, trying to encourage her English teacher to integrate the reading list. Then she moved to the all-school level, and, with the support of principal Frank Abarno, she initiated a Black History Month Program which was continued in her second year, sophomore year, at the school. This kind of direct action and assumption of leadership is often recognized by one's peers -- Gabrielle has been the president of her class for the past two years.

Carolyn Lewis
Director of Guidance
Smith Academy
34 School Street
Hatfield MA 01038
(413) 247-5641

Multicultural Education

* Coming to an understanding of one's own cultural identity is a prerequisite for proceeding with multicultural programs. The process of researching one's context is, itself, an exercise in multicultural education. This research -- "shaking the family tree" -- is done by plumbing one's memories, asking questions of relatives, and searching out documents. An example of how to foster this kind of activity is the **Multicultural Awareness Task Force** at the **Greater Lowell Regional Vocational-Technical School.** A variety of activities such as in-service workshops, multicultural contests, and use of the National Historical Park staff reinforces the work of understanding ethnic heritage. A two-day multicultural festival, conducted by the 25-member Task Force and organized by **Starr Pipilas**, Martha Nawn, Fred Sheehy and Janet Veves was the culmination of the program and involved all 2100 students plus staff and visitors.

Sheila A. Herbert
Assistant Superintendent
Greater Lowell Regional Vocational-Technical School District
Pawtucket Boulevard
Tyngsboro MA 01879
(508) 454-5415

Multicultural Education

At Cambridge's **Rindge and Latin School, Linore Sizemore** is faculty advisor to the Black Student Union and **Yvon Lamour** is the faculty advisor for the Haitian Club. Their leadership has been described as "inclusive, enthusiastic, and unifying." Their work has been marked especially by involving their students in the planning and implementation of programs to promote cultural awareness and to ease new families' access to school services. Students write their own presentations for the Martin Luther King, Jr. Assembly and for the Kwanzaa. Haitian students have made orientation presentations to parents and other newcomers to the community. Both organizations recently joined efforts to organize and present a Student-Faculty Talent Showcase as a community-building activity. Students have also taken their presentations and performances to other schools in the Commonwealth.

Kate McMahon, Counselor-in-Charge
Cambridge Rindge and Latin School
459 Broadway
Cambridge MA 02138
(617) 349-6706

Integration of New Students

"Ms. Sanville helped us to understand that all people are equal. They are all important. She helped us understand that we can learn from people who have disabilities. We might have been scared about people who are different, but she showed us there was no reason to be scared!"

26 Lexington Fifth Graders

Derapman
Rezondet Banke la
Diferan Pwagram Andedan lekol la
Ti Pawol Yon Pwofese Ayisyen
Klib ki ekziste Nan Lekol la
Klib ki Konsene Lekol la
Klib Sportif
Klib kiltirel
Patisipasyon Elev
Rezandet Klib Ayisyen
Yon ti koze ak paran
Mesi a oganizate yo
Mesi a paran yo

Program of Parent-Student Banquet of the Rindge and Latin Haitian Club, Samdi 9 mas 1991

F. ENGLISH AS A SECOND LANGUAGE

* **Chelito Cadena** is a kindergarten student at the **Upham School** in Wellesley. Her teacher, Judy Cantwell, cites Chelito "for school-learning English and teaching her classmates Spanish." There has been a sharing between Chelito and the American students whose enthusiasm for learning more about their own country has been enhanced by Chelito's avid presentations about the art and culture of her native Mexico. The concepts of understanding and empathy, and the awareness of cultural differences are advanced by the eagerness and willingness to share language and culture by a student such as Chelito.

Judy B. Cantwell
Upham School
35 Wynnewood Road
Wellesley MA 02181
(617) 446-6285

Integration of New Students
Cultural Awareness Programs

* **The Williams School ESL/American Family Partnership Program** is the creation of parents **Laura Isenberg** and **Wanda Bender.** The Williams School is the designated Japanese bilingual elementary school for Newton, but Laura and Wanda took it a step further to reach out to the families whose primary languages are Chinese, Hungarian, Russian, Korean, Portugese, Shona, French, Cape Verdean Creole, and Bengali. The idea was to use this diversity as an opportunity to develop multicultural alliances and friendships. Significantly, other parents were brought in on the planning so that partnership would be a facet of the effort right from the beginning. Parents arranged to meet twice weekly at the school to share in Japanese and English conversation classes. Families came together for a variety of activities ranging from play dates for their children to sharing dinners and family outings. Each activity is further reinforcement of the realization, as principal Christopher H. Martes puts it, "that in our diversity lies our strength as a school."

Williams School PTA
12 Goff Street
Newton MA 02162
(617) 965-3961

Bilingual Education
Cultural Awareness Programs

Steven Kanovitz has taught in the **Chelsea Public Schools** for 19 years in the areas of bilingual education and ESL instruction. He is also a staff member of the Education and Resources Group, a non-profit organization which works with schools in the development of family and community history programs. What is particularly noteworthy about Steven's work with students is the writing project in which students' skills in language and writing are enhanced by writing about their roots. Three books have resulted -- BRIDGE TO A NEW LIFE, CAMBODIAN NEW LIFE, and ASIAN AND EUROPEAN PEOPLE: UNDERSTANDING DIFFERENT NEW LIVES IN THE U.S.A. Mr. Kanovitz writes: "The multicultural nature of more and more communities in this country in years to come demands a response that will reshape attitudes and increase awareness and understanding of the importance and uniqueness of each human being."

Tony DiGregorio, Headmaster
Williams Middle School
Walnut Street
Chelsea MA 02150
(617) 889-2310

Bilingual Education
Integration of New Students
Multicultural Education

* Students helping students in a collaborative setting is a means of learning for both tutor and tutee. **Julie Oinonen**, a senior at **Fitchburg High School**, tutors ESL students one period each day, one from Vietnam and the other from Pakistan. The path which Julie took to this point of caring for others is a remarkable litany of commitment to understanding diversity. She was a member of a church youth group working with young people in a poverty-stricken ghetto in New York City; she spent most of a summer in West Africa in a remote, tiny village. Julie, who grew up in the relative affluence of suburban Massachusetts, strove to overcome this parochialism by taking on these challenges. The work at Fitchburg High School becomes, then, an almost inevitable result of the "opening of my eyes" (Julie's expression) that comes from making oneself available to the opportunities which cultural diversity presents.

Ruth M. Kirousis
Chairperson, ESL/TBE Department
Fitchburg High School
98 Academy Street
Fitchburg MA 01420
(508) 345-3240

Integration of New Students
Connections Abroad
Cultural Awareness Programs

Effective collaborations often occur between schools where the students in each school benefit from the particular experiences of their peers at the other school. Two schools from significantly different contexts -- **Lincoln-Sudbury Regional High School** and **Burncoat Senior High School** of Worcester -- have successfully engaged in just such an exchange. Inspired and coordinated by **Karen Hartvig Thomsen**, a foreign language teacher at Lincoln-Sudbury and **Mary Angelopoulos**, an ESL teacher at Burncoat, fourth year Spanish students are joined with advanced ESL students for workshops. By means of small group discussions, exchange of family histories, role playing, and dance and music activities, sharing and cooperation is fostered. This program, called Project Scale, sustains the relationships developed by correspondence by means of a computer network.

Francine Lampros Klein
Bilingual Director
Worcester Public Schools
Central Administration Building
20 Irving Street
Worcester MA 01608
(508) 799-3098

Several school districts throughout the state have seen radical demographic shifts in school populations during the last decade. The rapidity and range of these changes present faculty with enormous responsiblities and schools with the need for major programmatic restructuring. Turning these challenges into opportunities is often assisted in large part by the several TBE/ESL coordinators in each district. **Debbie Zacarian** holds this position for the **Amherst School Department** where she has led in the formation of three TBE programs: Spanish, Khmer, and Mandarin Chinese. She gives training to all the native language tutors and presides over an extensive inservice program for ESL staff. Realizing the need for a sense of community responsibility for the programs, she has created lessons for the English-speaking students on what it is like when one doesn't understand the language of instruction. Among the guidelines she distributes to teachers on ESL is the following: "Smile genuinely to show the children that you are glad that they are enrolled in your classroom and that you want to help them learn."

Debbie Zacarian
Amherst Public Schools
Chestnut Street
Amherst MA 01002
(413) 549-3690

Bilingual Education
Staff Development

"Llege a Somerville poco despues del comienzo de las clases. En febrero de 1990. El primer día de clases conocí a Humberto. Él es Salvadoreño. Él me presento algunos alumnos. Se quedo conmigo el día entero. Hablamos en Español. Me alegro mucho de qué el estuviera conmigo. Me sorprendi porque la escuela es grande."

Marvin Ventura, East Somerville Community School

"The mission of the Brightwood School is to educate every child in a manner which will help him or her succeed in our increasingly complex society as we enter the Twenty First century. In our mission, we shall continue to provide an environment which is comfortable to children and allows them to feel secure about who they are and how they learn, think, and respond. Such an environment is one which takes into account the uniqueness of each individual in terms of strengths, interests, needs, developmental stages, and cultural heritage."

Mission Statement, Brightwood School
Springfield, MA

G. INTEGRATION OF NEW STUDENTS

* In September, 1990, all Spanish speaking students from kindergarten through grade eight were assigned to the **East Somerville Community School**. **Mariola Boulet**, a faculty member at the school, quickly sensed the need for the school to move toward becoming either a bilingual school or, at the least, a school aware of Hispanic language and culture. Ms. Boulet's students produced and showed slide tapes depicting the struggle of newly arriving immigrants, assisted eighth grade students who were learning Spanish, and helped with formal programs for the teaching staff. The school made sure that the new students participated fully in sports, drama, music, clubs, and field trip activities. Hispanic students wrote their journals in both English and Spanish. Parents are encouraged by the translation of school notices and newspapers into Spanish; and the School Committee fosters this bilingual approach by two inservice courses for teachers, administrators, and PTA officers in Beginning and Advanced Spanish.

Mariola Boulet
East Somerville Community School
115 Pearl Street
Somerville MA 02145
(617) 625-6600

Bilingual Education
Cultural Awareness Programs

* Several schools have realized that the integration of new students also means the integration of their families. This realization translates into the development of collaborative efforts between home and school which help ease the cultural discontinuity which all children feel in the transition from home to school. **The Early Childhood Advisory Council of Somerville** has long accepted and acted on this understanding. Furthermore, the Council realizes that the optimum age to develop appreciation of diversity is with young children. A major part of this effort is devoted to enhancing the literacy skills of newcomer families -- the Multicultural Literacy Links Project. This program "will link minority families to the childcare they need, early childhood teachers together as they share the task of supporting 3, 4, and 5 year olds in their development of skills, and children from the many ethnic and economic backgrounds together in an enriched community of learning." The Council operates under the rubric that "Una vez que comeces a leer nunca mas paras" (Reading, once you start you'll never stop).

Karen Lindberg
Somerville Public Schools
Edgerly Education Center
8 Bonair Street
Somerville MA 02145
(617) 625-6600

English as a Second Language
Bilingual Education

• **The Unity Coalition-Cambodia Tutoring Project** of Beverly High School developed as a response to incidents of racial discrimination. New families of Cambodians were experiencing serious harassment by some local citizens, both adults and children. The Unity Coalition, a student group that had been formed to reduce prejudice and discrimination, was invited by the Cambodian-American Commission to play an active role in identifying and organizing solutions. The result has been a program in tutoring in English and a series of social events bringing together immigrant and native families. The benefit to the students has been the learning about Cambodian culture and lifestyle, and, to the community at large, a realization of positive outcomes from the assumption of responsibilities for all members of the community.

Anthony M. Witwicki
Jeanne McTernan
Beverly High School
Sohier Road
Beverly MA 01915
(508) 921-6137

Conflict Resolution and Anti-Racist Programs
English as a Second Language

THE MISSION OF THE NEWTON NORTH HUMAN RIGHTS COMMITTEE IS:

1. *To affirm the right of an individual to be oneself.*

2. *To assert that individuals need not deny who they are in order to be accepted in the school community.*

3. *To help create a physically and psychologically safe environment where learning, growth, and self-esteem can be attained by everyone.*

4. *To facilitate discussion about the obstacles which impede the full realization of these goals.*

"Mediation is real cool. I like solving the problems of other people and helping them anyway I can. I like to see the smile on their face when the problem is solved. The other mediators feel the same way I do. We also hope that after we're out of Northampton High School our underclassmen will try to achieve what we have and keep mediating and solving all the problems we can. Mediation doesn't solve every problem, but we try! We all work together to try to achieve it!"

Student, Northampton High School Mediation Program

H. MULTICULTURAL EDUCATION

* The Massachusetts Goals for Education of 1988 included, "To foster tolerance and mutual respect, education should provide students with knowledge of their own and each other's heritage and culture." At the **Clara Macy School** of Bellingham, this objective is approached both within and without the curriculum. Through a series of activities, research, projects, and visual presentations, students in grades 4, 5, and 6 discover and present the historical, traditional, and cultural aspects of their own families. The emphasis is clearly on students taking responsibility for their own learning, and the faculty strives to construct an interdisciplinary context for this learning. Outside the curriculum, the school reaches out to the community with programs such as an international dinner and an exhibit of student projects. The faculty believe that, in addition to fostering cultural self-awareness and empathy for the cultural heritage of others, this program will help to depolarize interethnic hostility and conflict.

Annett Packard, Principal
Clara Macy School
Monique Drive
Bellingham MA 02019
(508) 966-0244

Cultural Awareness Progarms
Staff Development

* Teachers working together in teams have been able to accomplish much in bringing their colleagues and students to an awareness of the possibilities inherent in cultural diversity. Such a group is the team of grade five teachers -- four mainstream and one bilingual teacher -- at Methuen's **Comprehensive Grammar School: Gayle Feeney, Kathleen Gibson, Cheryl Herland, Susan Perry,** and **Stephanie Spina.** The school has a sizeable Transitional Bilingual program as well as an ESL program; the team's task, as they saw it, was to make the bilingual students become an integral part of the school and to assist the other students to become aware of the cultures of the bilingual students. This team's enthusiasm, cooperation, and organizing skills served as a "catalyst for other staff teams." Their involvement of administrators, teachers, parents, and students demonstrated the positive and energizing impact of a commitment to make multiculturalism work.

Richard C. Raiche, Principal
Comprehensive Grammar School
100 Howe Street
Methuen MA 01844
(508) 681-1330

Bilingual Education
Cultural Awareness Programs
Integration of New Students
Staff Development

* For multicultural education to become part of a school's curricula, there must first be an awareness and a commitment on the part of school staff and students. A successful example of this is the work of **Manuel Fernandez**, METCO Director for the **Wayland Public Schools**. Mr. Fernandez, understanding the need for developing awareness, has conducted two major staff development programs for Wayland teachers. In addition, as president of the METCO Directors' Association, Mr. Fernandez has led the group in discussions of racial and cultural harmony. Continuing this active leadership with the students, he introduced two significant projects: with social studies teacher Dan Frio, he co-taught a seminar on "Race Relations" and he created and organized the first "Students United for Racial Equality." This is a multiracial, multicultural group of students determined to promote racial harmony and eliminate racial and cultural prejudice by means of classroom and school-wide activities.

Manuel Fernandez
Wayland Public Schools
41 Cochituate Road
Wayland MA 01778
(508) 358-7728

Conflict Resolution and Anti-Racist Programs

When the entire middle school, high school, and vocational staffs of the **Horace Mann School for the Deaf** endorse **Linda Brion-Meisels** for recognition, it is clear that a special dynamic is at work. That dynamic revolves around the recognition of the deaf population as a unique culture and the development of instructional strategies that follow from this realization. At this school there is an added dimension -- the student population is multiethnic, representing twenty different countries of origin. Principal DiNatale indicates that Dr. Brion-Meisels capitalized on this fact "to celebrate the world of diversity." She prepared for her work at the school by first immersing herself in this culture, enrolling in sign language class. The critical work was in staff development, assisting members to communicate better with each other, fostering a positive multicultural environment, and helping staff to understand the impact of cultural differences on classroom behavior.

Patrice DiNatale, Principal
Horace Mann School for the Deaf and Hearing Impaired
40 Armington Street
Allston MA 02134
(617) 787-5313

Cultural Awareness Programs
Staff Development

Two teachers at Waltham's **Central High School, Diane Krueger** and **Charlene Radosta,** have built an immigration project into their curriculum for sixth grade students. The school houses the city's ESL-Bilingual program and the curriculum is constructed to relate to an increasingly multiethnic and multiracial population. Ms. Krueger and Ms. Radosta begin their unit describing their own backgrounds, reinforcing the organizing concept of multicultural education that one begins with a sense of one's own identity. The students then charted their own stories and simulated the experience of emigration: packing a bag; boarding a ship (the classroom); being assigned to very small "cabin" areas. Upon landing they encountered immigration officials, played by bilingual students. Processing of the experience was achieved by means of story-telling sessions, ancestry charts, and a field trip to an international festival.

Sidney J. Smith, Principal
Central Middle School
55 School Street
Waltham MA 02154
(617) 647-0717

Bilingual Education
Cultural Awareness Programs
Integration of New Students

Recognizing that starting as early as feasible is a desirable strategy for effecting multiculturalism, the **Norwood Public Schools** have instituted a **Multicultural Pre-School Classroom** under the auspices of a chapter 188 Early Childhood Grant Program. The student population includes new immigrants, special needs children, and other children who will receive a supportive, developmentally appropriate classroom to gain self-esteem and stability. Among the goals of this class are the development in children of autonomy and of communication skills. A key aspect of the program is its objective of making the transition to schooling less destabilizing. "The program aims to prepare children for kindergarten through a multicultural focus on language and early development. It also seeks to bridge the home and classroom environments through parent involvement." In addition to active parent involvement, the classroom receives support from the newly created Norwood Public Schools' Early Childhood Resource Center.

Ralph A. Toran, Assistant Superintendent
Norwood Public School System
100 Westover Parkway
Norwood MA 02062
(617) 762-6804

Integration of New Students

* The staff of the **Pelham Elementary School** decided that a truly multicultural environment is possible only when the school moves on several fronts, and involves all segments of the community. Only in this way can each of the parts -- faculty, parents, administrators, staff, students, community members -- develop a sense of ownership for the recognition of cultural diversity. The staff set the tone by making the following observation: "We see learning and teaching as a continuum presenting us with opportunities to grow and improve ourselves...." The diversity of programs that followed from this included: "Our United States: A Cultural Mosaic" curriculum in all grades including programs for parents; an intern from Japan; an ongoing relationship with the Yimlowa School in Ethiopia; the inclusion of multicultural values in teacher evaluations; a Citizenship Award; and an exchange with Hispanic students in Holyoke. Two Pelham teachers received Lucretia Crocker Awards for their work in mainstreaming students with special needs into regular education classrooms.

Meredith Aldrich, Principal
Pelham Elementary School
Ahmerst Road
Pelham MA 01002
(413) 253-3595

Community Participation Programs
Connections Abroad
Staff Development

There are a number of teachers who infuse all of their activities with a multicultural orientation. This involves seeing that attention to diversity is not a matter of an add-on feature to the curriculum, but an orientation to the whole of curriculum development and implementation. **Priscilla Sanville,** Supervisor of Drama for the **Lexington Public Schools,** has a continuum of her activities including:

- leading teacher workshops on cultural diversity, unlearning stereotypes, and self-esteem and the special needs child;
- working with teachers and children on the topics of cultural differences, playground bullies, and feelings of prejudice;
- facilitating original drama productions that model the value of cultural diversity;
- teaching a college course entitled *An Arts Approach to Multicultural Education*; and
- facilitating workshops for the World of Difference program.

Priscilla Sanville
Lexington Public Schools
1557 Lexington MA 02173
(617) 861-2481

Staff Development

"Justice and equality are not possible without peace. If we are to survive as Americans, we must learn to trust each other and we must work toward this goal."

"Today many people exert themselves in the struggle for FREEDOM and EQUALITY! Let's continue to try hard for such EQUALITY resulting in RACIAL HARMONY!"

I think that Dr. Martin Luther King was right about everything he said -- particularly about his dream!"

"I think that racial harmony, justice, and equality is going to be a long, hard, painful task to achieve but if we GIVE-GIVE a little and we're willing TO COOPERATE, we can reach our goal and build a better life for ourselves and for those around us!"

"Because GOD made us as ONE, WE SHOULD ACT AS ONE!"

"I think that the way that Black people have been treated has been very wrong! We are all brothers and sisters! We should never talk badly about others nor should we treat others badly."

"I have known and experienced certain racial discrimination in the form of criticism. To me, WE, THE PEOPLE, CAN LIVE A BETTER LIFE IF WE CAN STOP EVALUATING OTHERS on the basis of skin color! I think the world can be a better place if people treat each other like friends and not like animals!"

"In this society, in order to achieve RACIAL HARMONY, we must first have EQUAL OPPORTUNITY for everyone -- no matter what color, what role or origin. Any victim of DISCRIMINATION becomes a changed person. Being denied one's rights can only be a most frustrating experience!"

"I've known and experienced racial feelings and I DO NOT LIKE IT!"

excerpts from REFLECTIONS, written and published by the ninth grade students of the Compact Venture Cluster of Brighton High School